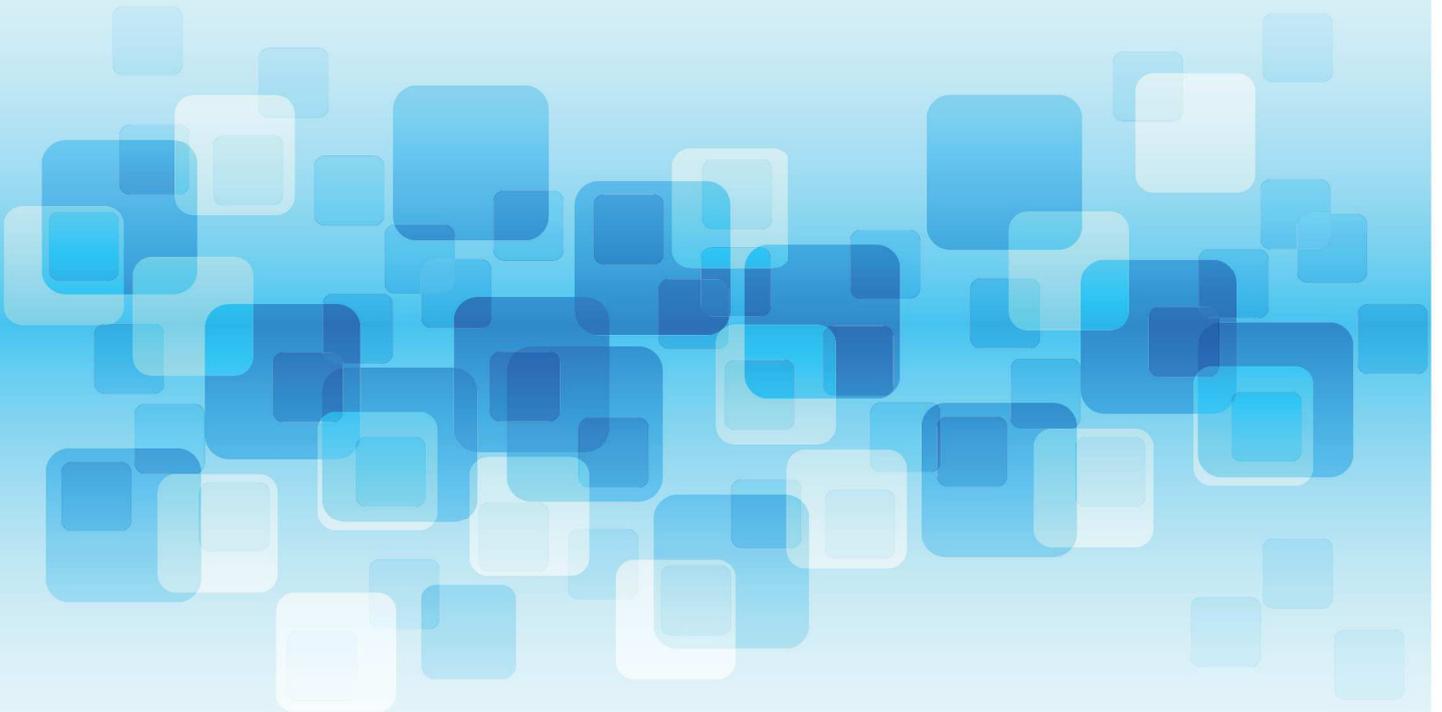




School Improvement Unit Report

Morningside State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Morningside State School from 9 June to 13 June 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	67 Pashen Street, Morningside.
Education region:	Metropolitan Region
The school opened in:	1926
Year levels:	Prep–Year 6
Current school enrolment:	434
Indigenous enrolments:	6 per cent
Students with disability enrolments:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1073
Year principal appointed:	2016
Number of teachers:	18 (full time equivalent)
Nearby schools:	Balmoral High, Bulimba State School, Cannon Hill State School, Norman Park State School
Significant community partnerships:	Queensland University of Technology (QUT) – Through Children's Eyes
Significant school programs:	Reading is our Thing!, Speech Pathologist programs, Lynn Sharratt Focus – data conversations and case management, Excellence in Art program, Cheer and Chess



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Head of Curriculum (HOC)
 - Guidance officer and master teacher
 - 18 teachers
 - 10 teacher aides
 - 20 students
 - Two Support Teachers Literacy and Numeracy (STLaN)
 - Business Services Manager (BSM) and administration officer
 - State Member for Bulimba, Ms Di Farmer,
 - Three Parents and Citizens' (P&C) executive members
 - 20 parents
 - Cluster school deputy principal
 - Three cleaning and grounds staff
 - Chaplain
 - Head of Special Education Services (HOSES)

1.4 Review team

Lesley Vogan	Internal reviewer, SIU review chair
Darrell Sard	Peer reviewer
Rosemary Horn	External reviewer



2. Executive summary

2.1 Key findings

- Within the school community there is an understanding of the importance of positive and caring relationships for successful learning.

The mutual respect between staff members, students and families is visible and articulated by all stakeholders. Relationships are caring and polite.

- The school leadership team has developed and is driving a detailed and explicit improvement agenda to improve learning outcomes for students.

The newly formed school leadership team has reviewed roles and responsibilities and these have been documented. There is variable understanding of these roles by other staff members.

- There is a whole-school curriculum plan based on the Curriculum into the Classroom (C2C) resources which are used selectively across year levels.

Teachers articulate various ways of implementing the intended curriculum.

- The school leadership team continually monitors and uses data to evaluate school decisions and identify areas for improvement.

The school's priority is to continue to develop teacher expertise in data analysis to inform effective teaching and learning.

- There is an effort to create a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching.

Formal processes to provide teachers with feedback, through an agreed observation procedure, are yet to be implemented

- Teachers are providing oral and written feedback to students with most students able to articulate their individual reading goals.

Feedback given by teachers is complimentary and does not generally identify the specific areas the students' need to improve.

- Parents and families are recognised as integral members of the school community and partners in their child's education.

The school actively seeks ways to enhance student learning, wellbeing and discipline by partnering with parents and families, other education and training institutions, local businesses and community organisations.



2.2 Key improvement strategies

- Further develop and document the instructional roles of all members of the school leadership team and communicate this to the school community.
- Develop the coaching capabilities of the leadership team to drive high quality instruction and leadership to align with the school improvement agenda and the implementation of the Australian Curriculum (AC).
- Develop a common understanding of how effective and cohesive teams operate and structure opportunities for teachers to learn, and work in and across year level teams. Implement a systematic and targeted program of feedback and observation.
- Provide regular professional learning opportunities for staff members to ensure they have detailed knowledge and confidence in implementing all learning areas of the AC.
- Strengthen teacher capacity to provide regular and timely feedback to students that makes clear what actions they can take to make further progress.
- Embed and extend the school parent and community engagement framework to build the school's unique profile in the wider community.